



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

GRADE OUTLINES.

FIRST GRADE.

BERTHA PAYNE,
Instructor in Kindergarten Training.

History.—The work which takes the place of history in the first grade will center about the building of playhouses, which will be used later in making a village. Before beginning the individual playhouses the children will try to build a large one out-of-doors, from material to be found in the neighborhood, such as brush, bricks, or stones, and the large leaves of the castor bean and canna that grow in the school garden. After these attempts with crude material, the museum will be visited to see how other people built their houses with few tools and without bricks or lumber. The Indian wigwam and cliff dwellings will be given the most attention. This playhouse will probably be unsatisfactory from the standpoint of permanence, but may serve to bring the problems of building material and essentials of construction more clearly before the children.

Each child will then contribute suggestions for the individual doll-houses. These suggestions will be received and tested. The plan chosen will be that of a wooden house, a story and attic in height. The problems of proportion of width, length, and height, of the number and size of rooms, of the size, number, and placing of doorways and window spaces, will all demand constant reference to these points in the neighboring houses and in the children's homes. The amount of light needed and the necessity of air currents will be taken into account in planning doors and windows.

The floor plans will be drawn and measured to a scale, and then the side walls and ends, leaving the roof until the last; but, before all, each child will make a manilla-paper model, according to his own idea of size and shape.

After the visit to the farm the children will co-operate on a representation of the farm-stead, adapting block-houses and pasteboard boxes to represent the various buildings. This making will help to focus their attention upon the products and their use as food for man and animals. For example, the corn-crib is necessary for the preservation of the corn for chickens, pigs, and cows; the hayloft is directly over the horses' and cows' stalls for convenience of feeding; in the storeroom the best of the seed is saved for next year's planting, and the family stores are safe from frost in the cellar. Much of this matter of relationship is not perceived clearly during the visit, but comes as the making progresses, and it is for this reason that these representations are useful. They offer a motive for work and are a means of holding the remembered experience longer in consciousness.

Literature.—The children will tell stories to each other and to the children of other groups, as a matter of social entertainment. The teacher will also take her part. The interest and respect of the new children have already been enlisted by the vivid story-telling of two children in their own group. For this purpose some of the old fairy-tales seem best for a beginning, such as "The Elves and Shoemaker" and "Town Musicians" of Grimm. They will also have the story of "Clytie" and "Goldenrod and Aster," from *Nature Myths and Stories* (Cooke); and the story of Mondamin from *Hiawatha*, the story of Piccola as told by Miss Cary, the story of St. Christopher, and an adaptation of Eugene Field's "Story of a Symbol and a Saint," will be told at Christmas time. The children will learn some poems, such as "I'll Tell You How the Leaves Came Down" (Susan Coolidge), and "Up and Down," by George MacDonald, in *Violin Songs*, and "Where Go the Boats" (Stevenson).

Geography and nature study.—The children will visit the school garden nearly every day during pleasant weather to gather seeds for next year's planting, and to collect insects for the window-box. They have discovered the characteristic food of several kinds of larvæ, and also the vegetables best liked by the rabbit. The amount of growth of various plants for the

summer will be measured and compared, and then they will measure and keep a record of the height of each child, to be compared with his height in six months. The weeds which have crowded upon the crops will be classified and traced to the adjoining field. The children have decided upon certain kinds of trees that they wish to have planted in the school garden, and with this in view will visit the park to see what attractions other trees offer. The tree selected by each child will be observed by him and its condition recorded in color at intervals throughout the school year.

The trip to the farm will be used to give them a larger picture of the conditions of production and the necessity and conditions for transportation. If possible, we will go to the docks to see the ship-loads of peaches unloaded, and to South Water street to see the market wagons loaded for delivery to groceries.

Another trip will be taken to the swamp and to the lakeshore at a point near the school. The children will be on the alert for interesting things to bring back to the schoolroom. Pebbles, sand, and plants will be brought from the lakeshore and swamp-water insects and characteristic plants from the swamp to fill an aquarium. The study growing out of each of these trips will be in the arrangement of specimens, in performing simple experiments in answer to questions that may be asked, and in making records in modeling, painting, drawing, or making.

A model of the beach will be made, and thereby the slope and the relative placing of sand, small pebbles, and cobblestones will be called to mind, as well as the beach plants and cliff plants.

Cooking.—This will be of the simplest kind—baked apples, baked potatoes, popped corn, custard, and barley candy.

Manual training.—Making doll-house in wood, and calendars for Christmas presents.

Sewing.—Making dusters and bags to hold material.

Modeling.—Fruit, animals, and Christmas presents in the form of napkin rings and candlesticks.

Singing.—Songs of the season and Christmas songs, melodic exercises based upon them, and reading of familiar songs. Songs: "The Squirrel's Thanksgiving," "Wind Song and the Apple Tree," from *Modern Music Series*, Book I; "Farewell to Summer," from *Songs for Little Children*, Book I (E. Smith).

SECOND GRADE.

CLARA ISABEL MITCHELL.

FALL QUARTER.

THE subject-matter of the course of study for the second grade is found in the natural environment, also in the social life of the community, especially that in which the children consciously partake.

The school program of work, play, and study is planned to give the children experience, to help them interpret that experience, and to give it adequate expression. It is therefore made up among the social occupations of cooking, gardening, wood-working, pottery, spinning, weaving, dyeing, and basketry; field and industrial excursions; plays, games, and entertainments; lessons in correlated nature study, history, literature, geography, and mathematics; and art expression in drawing, painting, clay-modeling, oral reading, and music. Writing and reading are taught as needed in the study of subjects and in the statement of questions and conclusions.

Cooking.—Baking of apples and potatoes in ovens out-of-doors. Apple jelly. Cranberry sauce. Pop-corn balls for Thanksgiving. Cream candies for Christmas.

Gardening.—Storing of seeds, vegetables, and grains from the garden planted last spring. Setting out of bulbs. Planting of window-boxes with seeds of the children's selection.

Wood-working.—Window-boxes. Trays for Christmas presents.

Pottery.—Tiles for window-boxes and trays.

Spinning.—Practice with spindle and spinning-wheel in making wool yarn.

Weaving.—Holders of hand-made, also machine-made yarn and roving. "Betsy Ross" cushion-covers, for Christmas presents, made of half-inch cotton strips, two colors, in plain weave, eighteen by twenty-four inches.

Dyeing.—Wool yarn and roving for holders. Cotton strips for cushion-